THE JOURNAL OF EDUCATION

Volume 134 NOVEMBER, 1951 Number 8

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Robert Tyson

Teaching---A "Sissy" Career?

Ira Lunan Ferguson

Parent-Teacher Conferences

Lydia A. Duggins and Verna L. Vickery

Physical Education? Help!

Taylor Dodson

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As we go to press . . .

It is fitting that American Education Week and Thanksgiving Day should both come in this same month of November, for of all the blessings for which we Americans should be grateful, our public school system is one of the greatest. Whatever its faults may be, it represents the sincere efforts of a long line of hard-working educators, your predecessors, who have been inspired by the vision of better schools making for a better republic of the United States.

When you sit down to start gobbling your Thanksgiving turkey, we hope you will save some of your gratitude for those pioneer teachers who fought to enlighten our people. We also wish the American people in general would awaken to the splendid job most of the workers in the field of education are doing, and would show a willingness to spend a greater part of their dollars on the schools' vital activities.

Joining the pages of *The Journal* this month is a new Letters to the Editor department. You're all invited to send your espistles winging to either of our offices, for we're ready to make this page a forum of opinion on all phases of education. What do you think about teachers' pay, loyalty oaths, "witch hunts" (take a good look at Robert Tyson's article on page 219), and all the rest of our problems, big and little? As long as your letter is printable and signed, it most likely will see the light in our columns. Your name will be withheld upon request.

We would greatly appreciate your cooperation in our readership survey, announced on the inside front cover, opposite this page. It will help us to know our readers better and may even help us land an extra advertisement or two, so we can print more pages.

Also, after you get through perusing Tyson's article, and our articles on parent-teacher conferences, physical education in the grades, helping the slow reader, the shop teacher's role in guidance, etc., stop when you get to the back cover. We don't want you to miss the announcement of the "Life in Our Schools" contest. Whether or not you have contributed to *The Journal* previously, now is a good time to do so.

Next month we'll have articles with a Christmas tone, such as "Recordings Aid Religious Understanding," by Dorothea M. Neville, and "Christmas, So What?" which was not written by Scrooge. "Laymen Aid Curriculum Development" will discuss a successful program at Oak Ridge, Tenn.

RACING AHEAD

Those who are discouraged over the seemingly slow progress of reform with respect to race relations in the southern states, should take heart from North Carolina. Civic leaders in that state are endeavoring to meet the problem voluntarily rather than waiting to be forced into action by the courts.

For example, the salaries of teachers have been equalized in white and negro schools. Efforts are also being made to improve the school buildings and equipment of the schools for colored children, so that, if some court order comes along, the task may not be too great to be accomplished within the allotted time.

Although the state already has an accredited law school for negroes, a negro student has been admitted to the law school of the state university.

Governor W. Kerr Scott envisions the eventual organization of all the state's colleges and universities under a single board of trustees. While this will not occur until public opinion is ready for the change, the governor hopes soon to unite all the higher institutions for negroes under one management, with a view to improving the instruction and avoiding duplications. He would also extend the existing greater university to include some colleges not yet covered by that central administration.

The state board of education has one negro member.

Governor Scott is by no means eager to have the institutions hitherto maintained for white persons suddenly overrun by colored students. He believes that students of either race will prefer to attend schools of their own group if equal education is provided. The important fact is that North Carolina, under the leadership of a temperate and thoughtful governor, is facing up to its problems of white and negro relations and steadily moving ahead toward their solution. Outsiders who are always impatient about reforming the other fellow may well hold their horses for a good look at North Carolina.

PRESERVE THE GAINS

Middle-aged dentists recall the brief vogue of the H— solution, which was supposed to inaugurate painless dentistry, but was quickly discarded because it failed to do so. The more discerning of the oralogists will tell you that the H— solution would have been really very effective, had it been used as its sponsors intended. But it was misapplied, branded a fake, and soon dropped.

There is danger that something of the sort may occur in education. Not that there is any patented formula for making education painless or universally effective. Nevertheless, there have been advances in educational technique, greater attention given to the development of each child's potentialities, and a movement away from rote learning. Much of these gains may be lost if those who misunderstand the meaning of these advances confuse the public mind with charges of educational extravagance and folly.

If modern methods have failed to perform the promised miracles, the reason may lie in the faulty way these methods have been applied in some instances, or it may rest with opposing influences within the community.

But let us not throw away the gains in overzealous attempts to recover the good old days. The understatement of the month might be that ours is not a perfect generation.

THOSE SMALL COLLEGES

Ohio might be called a state of colleges. Dozens of institutions sprang up there in the 1800's under the sponsorship of nearly as many religious denominations. Today some nineteen of these privately owned colleges, caught between dwindling endowment returns and mounting costs of operation, have entered into an alliance for the purpose of raising funds, a sort of community chest for education.

Under the chairmanship of J. Gordon Howard, president of Otterbein College, the newly formed Ohio Foundation of Independent Colleges will try to convince the managers of industrial corporations that it is good business to underwrite the institutions from which come so many of their officers and technicians.

It is an economically sound idea. Not that all leaders of industry within Ohio are drawn from

the independent colleges or from the state-supported schools of any one area. Neither do all the graduates adopt careers in industry or commerce. Yet all our corporations have a big stake in the maintenance of the institutions that furnish the highly trained men and women so essential to the economic progress of the nation.

If America is to survive, so must the colleges and the technical and professional schools of Ohio and all the other states. Furthermore, the colleges founded in the name of religion still wield a significant influence on the moral standards of the nation. Prevalent as crime and corruption may appear to be, these will never take over completely while our ivy-covered halls continue to do their work of molding character combined with learning.

OF BOOKS AND BARRIERS

Someone has again discovered that certain residents of the southern foothills of the Alleghenies still employ many words and expressions that were current in the England of Queen Elizabeth. Should we reproach these people for their failure to keep pace with the changes that have occurred in speech during the past three hundred years? Or shall we blame the mountain barriers for making communication with the other world so difficult? Perhaps books could have been transported more often than they were, had there been the appetite for learning that other Europeans brought with them.

To cite a well worn example, the Puritans did set up a university at Cambridge, Massachusetts, almost before the salt was out of their clothes.

Incidentally, the members of the class of 1926 in that same institution, were recently asked whether they had read at least one book within the past two months. Ninety-two per cent of them replied that they had. Eight per cent had not. Being in a mood for making excuses, we suggest that the eight per cent may still be so enthralled by television, gazing raptly at the antics on the screen, as to leave them no time for books. Again, they may be so busy writing to the athletic association and the newspapers, demanding bigger and better football teams, even scouting for players, that literature is pushed aside.

Publishers estimate that only two per cent of the population in this land of the free bother to read books anyway. Discounting infants and the blind, we submit that this is still a pretty poor showing.

COMIC BOOKS TO WHAT?

Argue as we may over the effects of comic books, there is reasonable ground for agreement on the proposition that they ought not to be the ultimate in the child's reading. Some sort of bridge needs to be built between the world of cartoons and that of story books. The National Council of Teachers of English has made a commendable start toward building such a bridge by publishing a small pamphlet, *Substitutes for the Comic Books*. In this the author, Constance Carr of the University of Minnesota, analyzes the varied appeal of the comics and offers corresponding titles from children's literature of a more standard form. The materials are classified for three different age groups up to and including grade eight. The idea is that an abundance of these books be made available to pupils, that there be no forcing, but that group approvals of particular stories be utilized to help convince the doubters.

FOOD, FREEDOM AND FRIENDLINESS

If the later Mr. Browning could make what he made in quantity from a certain old ring and a second hand book, an editor may try what he can stretch from a news clipping that holds little meat and may soon turn yellow if it isn't used and thrown away.

Those of you who attended the New York meeting of secondary principals in February may remember seeing a half dozen teen-agers from foreign lands, now attending high school in New Jersey. These young people had been knocked around by war. They came before the educators to tell what they thought about life in the United States.

The reported observations were: 1.—the wide assortment of food in the school cafeteria; 2.—the freedom of speech and opinion allowed to students, and the freedom from teacher domination; and 3.—the friendliness and cooperation shown by students to a stranger. The last comment was from a Japanese.

Our abundance and variety, not only of material and mental food, but of everything else, our tolerance of those we may not agree with, and our readiness to lend a helping hand—these are characteristics we are proud to have noticed by visitors. The more one thinks about this short list, the more it appears to include just about everything we cherish most.

Letters to the Editor

TO THE EDITOR:

Ph. D.'s don't usually teach in rural schools, but that's just what Mrs. Marjorie Bordner of Canton, Illinois, is doing. It happened this way.

Five years ago, "Doc" resigned her position as instructor at Western Illinois State College to be married. For a year, she threw herself into homemaking with the same enthusiasm she had given to teaching physics and chemistry and directing the college band. Then the Canton Board of Education got after her to sign a contract.

There was an acute teacher shortage, a one-room school in the district had a reputation for incorrigible pupils, and the Board was willing to pay a very attractive salary to get someone brave enough and competent enough to tackle the job. When she understood how much she was needed, Mrs. Bordner accepted.

The Breeds School is a rural attendance center in Canton, Union District No. 66. Even when bad weather and poor roads meant walking eight miles to the isolated valley school, Mrs. Bordner never missed a day. She conquered the "incorrigibles" by a combination of the "hickory stick" and interesting projects. Through excellent example and motivation, she has succeeded in developing one of the outstanding rooms in the area.

The "incorrigibles" have received a number of citizenship awards. Recently one of Mrs. Bordner's girls won a radio for herself and one for the school for submitting the prize-winning entry in a Mid-West citizenship essay contest. From mischievous, undisciplined rebels, the students have changed to fine boys and girls eager for learning and right l i v i n g; scholars instead of pupils.

Those who know say Mrs. Bordner brought this about by a combination of patience, intelligence, firmness mingled with tenderness, diplomacy, determination, judgment, confidence, and just plain hard work. Her job meant dealing with illiterate adults, from underprivileged homes, standing her ground with them. The school has been the sole center of community activity, and Mrs. Bordner has held on to her motto that, "as school goes, so go the citizens."

Some day Mrs. Bordner hopes to return to college teaching to train others to teach in communities like this. Meanwhile, her classroom is visited by teachers from a wide area, in search of ideas and inspiration.

Sincerely yours,

L. C. Swanson,
Canton, Ill.

TO THE EDITOR:

Since I look to *The Journal* for solution to many of my problems, it occurred to me that somewhere among your readers there must be a mathematics instructor or a wise man who can help me with this one. Ever since grade school, when I was frightened by a six-foot tall female drill-master who used to make us goose-step to mental arithmetic, I have been a mathematical moron. I can instruct my first graders without any difficulty, but oh, that register of attendance! And next year the teacher who has helped me out of that year-end Slough of Despond is leaving.

There must be some way for those lacking mathematical aptitudes to learn the language of numbers. I've tried high school general math texts without success. Hasn't some mathematical wizard a suggestion?

Yours in despair,

M. C. L.
Boston, Mass.

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HOW TO HUNT A WITCH

"Witch Hunt" and "Academic Freedom" Dodges Can Screen Real Menaces

Robert Tyson
Department of Psychology and Philosophy, Hunter College

One of today's most fascinatingly effective defensive devices is the horrendous cry, "Witch hunt!" Sturdy spirits are abashed when they hear it. Anxious denials are offered. All educators shun a reputation for proficiency in the ancient sport.

Emotional rejection requires examination. Should any investigator of educational practices and personnel be labeled, instantly, with an opprobrium? The subject needs clarification. Let us look into the semantics of witch hunting.

The history of the witch hunt is a clear clue to the unpleasant aroma of the term. It was, briefly, persecution of innocent persons for crimes which they could not have committed in the first place. As we view the matter in retrospect, it was a cruel search for a non-existent evil creature. A present-day person who can convince us that he is the victim of such an outrageous project is indeed well-advised for his own advantage.

Are "Witches" Real?

The semantic problem is to get past the label, "witch," connoting a creature without existence, and study the actual individual on whom we are focusing. As we see him from our collective viewpoint, is he evil or is he not evil? Is there a *real* "witch" on the scene today, who, understandably enough, does not favor witch hunting?

Consider the following portrait:

We are investigating an individual who favors education rigidly controlled by a government which cannot be removed from power by a *bona fide* vote or even effectively criticized. He advocates achievement of this government by force, although he knows it will close the open market place of ideas. He is willing to have his "research" reach conclusions dictated in advance. He is associated with a group whose characteristics, according to a resolution of The National Education Association, are these:

"Such membership involves adherence to doctrines and discipline completely inconsistent with the principles of freedom on which American education depends." These principles, the resolution continues, with the "accompanying surrender of intellectual integrity, render an individual unfit to discharge the duties of a teacher in this country." Furthermore, such membership is said to involve surrender of independent thinking, and to be associated with a "movement characterized by conspiracy and calculated deceit."

Let us face it. There *is* a modern "witch." He is quite real. Why confuse him with his nonexistent, supernatural antecedent?

If, by chance, our modern "witch" finds himself with his back against the wall, he may employ another well-chosen device that deserves closer study.

"If you oppose me," he says, "not only I, but many not at all like me will suffer, too. *Academic freedom is at stake!*"

As the term, "witch hunt," is malodorous, so the term, "academic freedom," is pleasantly aromatic. But the purposeful use of language to confuse is still apparent. The touching appeal to academic freedom is, under the circumstances, a record-breaking distortion of logic. Boiled down, it means that it is a threat to academic freedom to oppose an ideology which aims to destroy academic freedom.

By the same token the police should be restrained from apprehending thieves, lest every honest citizen's liberty be endangered. We should leave piles of unguarded currency on the street because we must avoid any suggestion of offending the honest man.

Semantic Smoke Screen

The semantic smoke screen of the term, "witch hunt," may seriously obscure four very simple facts:

1. There are *real* persons who threaten our democratic educa-

(Continued on Page 230)

PARENT-TEACHER CONFERENCES

Lydia A. Duggins
Director,
Reading and Study Clinic,
Drake University,
Des Moines, Iowa

Verna L. Vickery
Co-director,
Memphis State College Summer Workshop in Reading,
Memphis, Tennessee

"What shall I do with the parents? How can I get them to understand the school program? Do I need to visit the homes of my children? Will 'they' let me teach Freddie the way I want to, or will they interfere?" These questions express the typical anxieties of both new and experienced teachers. All of us feel somewhat incompetent in handling parent-teacher relationships.

With an increasing number of schools adopting the policy of teacher-parent conferences as a substitute for the report card, and with the broadening of the emphasis and understanding of the home as a dynamic factor in the child's learning experiences, the tools of good parent-teacher conferences become an essential part of the equipment of every teacher. What, then, are the principles of a good parent-teacher conference?

First, a good conference is well planned. The first step in this planning is determining the reason for the conference. A teacher decides to have a conference with a child's parents to explain why he is not going to promote the child. Another teacher invites the mother to come in to share ideas as to what would be the best for her child's happiness the next year.

In the first case, the mother comes with a defensive attitude; she must protect herself and her child. In the second instance, the mother comes with a feeling that her ideas are important and that she and the teacher will be able to reach an agreement in which the welfare of the child will be of prime importance. Both teachers are working for the child's happiness, but the first teacher starts with a preconceived solution to the problem rather than a clear understanding of the purpose of the conference; that of giving the parent an opportunity to share in the solution of the problems involving her child.

Having established the basic purpose of the conference, the teacher must assemble all records and pertinent information so that he will be prepared to contribute to the common understanding of the child's present level of development. Such data can be obtained from educational and psychological tests, previous attendance records and achievement records, health history, daily observations of the child at work and play, samples of the child's work in school, and the child's own evaluation of his needs, interests, and achievements.

The third step in planning a good conference is to insure that the initial contact is made under as favorable conditions as possible. It is not necessary to wait until a "problem" has presented itself to confer with the parent. Some teachers set aside certain hours that will be devoted to parent conferences; others set up home visitation plans during which they get to know the child in his home environment. These planned home-school contacts insure that the parent will not feel that a requested conference will mean a "child in trouble again."

Second, in a good conference the teacher accepts the parent from the beginning as a guest and a co-worker. All the rules that apply to making a guest comfortable, happy and wanted in your home will apply to this situation. In accepting the parent as a co-worker, the teacher recognizes that he *needs* parents and this recognition governs all his relationships in the conference. He recognizes the parent's interests and gives him an opportunity to discuss them; he is aware of the parent's needs and provides for them; he enjoys the parent's presence and expresses that enjoyment.

Third, to insure a good conference the teacher adopts the "positive approach." He avoids nagging and negative statements such as: "Jim doesn't concentrate." "Mary does very poor work in arithmetic." Rather, he says, "Jim may need our help in making school more interesting. Perhaps he is not getting enough sleep. You know Jim better than I do. I am sure you have some suggestions that would make Jim's work more interesting." Thus the parent is

When Trouble Arises

THE SITUATION	PROCEDURE
1. The discussion wanders.	Restate the questions and get a new start. Note sideline issues for future investigation if they seem significant.
2. The parent suggests a solution which seems impractical or undesirable.	Reword the parent's solution so he may "hear" his own remark. Suggest revisions, with reasons, remembering that this is a joint conference. Aid the parent in the examination of his basic conference assumptions.
3. The parent becomes emotional.	Ask yourself "why" this has happened rather than adopting a defensive attitude. Maintain your own dignity without loss of friendliness and warmth.
4. The teacher and parent offer different solutions to the problem.	Find a way of integrating the values of both suggestions, thereby creating a third and better one.
5. There are differences in understanding of terminology used.	Give and call for illustrations of terms involved.

led to consider the important goals of achieving more satisfactory educational experiences.

Fourth, every good conference leads to the achievement of greater growth in the child's academic success, social and personal adjustment, and physical well-being. The alert teacher is always aware that no educational problem is purely academic. Failure in reading may indicate failure to make adjustments to personal problems. Since the child's physical well-being is always important and since such well-being is impossible to achieve without the cooperation of the home, this factor becomes an important consideration in each conference.

A good conference is made more effective by the application of desirable techniques of discussion. The following guide may be found helpful in the achievement of a profitable discussion:

1. Let the parent do his own thinking.

2. Don't try to give him the "right" answer to save time.

3. Make your points in short statements rather than lectures.

4. Trust your parent. There is no parent who is not superior to you in some experience. Use those experiences to your mutual advantage.

5. Since the time available for any conference is limited, try to discuss only the most pertinent or pressing issues.

6. At the end of the conference summarize the most important points that have been made, the therapies that will be carried out mutually and individually, and lay the groundwork for future conferences.

Situations may arise that may disrupt a conference. Suggested procedures for handling these are shown in the table on this page.

A good conference includes the child whenever feasible. No child likes to feel isolated when important affairs concerning his welfare are being discussed. When the child participates in the planning of any program for him, he will assume more of the responsibility for carrying it out. Children often have very good ideas to suggest and these ideas should be respected. The child who feels that parent and teacher are interested in him and value his opinions will accept and understand the planned program. His understanding aids in an intelligent cooperation. The child who feels that teacher and parent may be "talking behind his back" gains an increased sense of insecurity and often adopts a hostile attitude.

Children have fathers, too! Traditionally the parent-teacher conference has included only the mother. A conference that has ended with the contact of only one parent is only half completed. Poor teamwork between parents can undo the most carefully laid plans of a mother-teacher conference.

The teacher who considers the conference with parents as a challenging opportunity to gain more information concerning the child and his home environment promotes teamwork in human relationships by planning his conferences.

PHYSICAL EDUCATION? HELP!

Taylor Dodson
Department of Public Instruction, North Carolina

In this article, Mr. Dodson deals with a common problem. He suggests leaders' clubs as an effective device for developing pupil initiative and saving the teacher much time-consuming detail work.

The classroom teacher who must conduct a physical education program for her children often feels inadequate when it comes to the demonstration of physical skills and wonders where to turn for help. Too often, she thinks she is resolving the problem by merely allowing the students to pick their own activities. Pupil planning is good, to be sure, but adult guidance is necessary to make it a success.

Let's listen in on a conversation between Miss Anderson, a new fifth grade teacher, and her county supervisor of physical education, Miss Moore. Miss Anderson has to teach physical education for thirty minutes each day and doesn't, if the truth were told, know how to go about it.

Miss Moore: Well, let's begin with the obvious. You should plan your physical education period just the way you plan other periods so you teach new activities, review old ones and develop physical skills and techniques. Rhythms, hunting games, relays, stunts, self-testing activities, mimetics, story plays and recreational games belong on the program. And don't forget that supervision and instruction are important in physical education too.

Miss Anderson: That sounds fine, but—well, I've never been very athletic.

Miss M.: You don't have to be if pupils help plan. You and the pupils can work out in advance in the classroom just what you'll do in the physical education period.

This doesn't mean that the pupils pick and choose at random. That might result in a very narrow program based on the children's past experience. It does mean exploring together to find out what it takes for a well-balanced, broad, varied program of physical activities. You can refer to our state course of study or other guides, if you need to. Besides considering all the educational outcomes you know about, you'll need to take your equipment, space and weather conditions into account.

Miss A.: Well—I have tried to do a little of that and the children certainly liked it. We've planned a program for a week, a month, and the year, as a matter of fact. It's on the playground that I *really* need help. I just don't know how to handle the class to teach them the games we want to play.

Miss M.: Why not organize your class into squads of six to ten pupils each? Keep the same squad members for a period of two weeks to a month and then form new squads. For fifth grade, you might have the boys and girls in separate squads for some things. Other activities work out better with mixed groups.

Miss A.: How are the squads set up?

Miss M.: Each squad may have a leader and an assistant. Why not let the students elect the leaders? The assistant could move up to the position of leader after a certain length of time. Be sure everyone in the class has a chance at some leadership position.

Miss A.: But what will my student leaders do?

Miss M.: Pupil leaders can help out by checking the roll, directing squad rotation, keeping records, setting up areas and checking on equipment, seeing that all the members are taking part, acting as officials and cleaning up the area after class. Perhaps the main thing they will do for you will be to help get the class into squad formation and demonstrate the activity for you. That ought to help a lot.

Miss A.: It certainly would! I'd been wondering about asking some of the boys to show the class what to do. But how do you get the class into squad formation?

Miss M.: First, you'll have to pick your squads and teach them the procedure for squad formation. At the signal to form squads, Squad One should form a line to the left as you face them. The squad leader helps get the students into line. Squad Two lines up next and so on,

Photo by Ed Murray, Elon College, N. C.

Squads enjoy a relay game in the school gymnasium

with the last squad being on the right of the teacher. With the squads in formation, the leaders can take the attendance in a minimum of time and the class is ready for instructions and directions about the day's activity.

Miss A.: What's the best way to get my leaders to help?

Miss M.: Why not organize a leaders' club? This will appeal to fifth graders. Frequent meetings will give you a chance to instruct the leaders, settle questions and plan organization. These leaders can be trained to officiate at intramural contests and they may also teach a particular activity to their squads under your supervision.

You may want to work it out with your class so that they will follow these leaders not only during physical education but before and after school, during recess and in the halls. If they know that eventually all of them will have an opportunity to lead, it will help develop fellowship, sportsmanship and cooperation. The responsibility given a democratically elected leader should help him develop character, citizenship and willingness to help.

Miss A.: I'm certainly going to try the squad plan. Thanks for talking over the problem with me.

Miss M.: Well, don't be discouraged. It takes time to work out the details.

Successful Intramural Plan

"We have followed a very successful plan for supplementing the regular physical education staff. Our superintendent selects teachers, both men and women, who are not only qualified but willing to help with the program of after-school sports. Extra remuneration or other consideration is given those who help. Practically every boy and girl from seventh through twelfth grade takes part in after-school athletic activities. Intramural competition is offered in football, soccer, running, archery, horseshoe pitching, basketball, wrestling, boxing, rifle, volleyball, bowling, badminton, table tennis, tumbling, baseball, lacrosse, track and field sports, golf, softball and tennis."

—*Modern Educational Practice*

Paul R. Mort and William S. Vincent

TEACHING—A "SISSY" CAREER?

Many Thousands of Educated Men Don't Understand Today's Education

Ira Lunan Ferguson
Tuskegee Institute

A former college classmate of mine, now a successful physician, dropped in to see me a few years ago, and on being introduced to another faculty member, he remarked, "At least you took your Ph.D. in Pure Psychology (whatever that is), and not in Educational Psychology. Any fool can teach Educational Psychology. You know that!" My somewhat embarrassed colleague informed him that along with my work in Public Health and Health Education I was at the moment teaching a course in Educational Psychology.

For an uncomfortable second or two my classmate's face rivalled the proverbial beet, but quickly recovering himself, he magnanimously made an exception in my case, because, he pointed out, he had personal knowledge of my wide scientific background.

I asked him to tell me about the courses he had had in Educational Psychology, since he professed to be an authority on the subject. Of course he admitted he had never taken a course, but had taken six hours of general psychology in his premedical work. He learned something about Educational Psychology before he left me.

This incident left an impression on me, however. My friend represents many thousands of educated men, leaders in our communities, who have the same erroneous ideas about education. I must confess that as an undergraduate majoring in the physical sciences, I had hazy ideas regarding educational and educational psychology courses.

Received a Shock

When I took my first course in education as a graduate student at the University of Minnesota, I received quite a shock. I discovered that a high order of abstract intelligence was necessary to "get" education courses. In natural sciences, we had lab periods in which we actually saw and measured the things we learned about. In educational psychology, however, we had to wrestle with ideas, concepts, and attitudes. I found that these courses offered a distinct challenge to one's intellect, perception, and reasoning ability.

It is to the educational psychologists, to the specialists in curriculum and instruction, to the researches of the experts in the history and philosophy of education, to the work of our leaders in educational institutions, as well as to our educational statisticians, that we owe the gigantic forward strides which American education has taken in the Twentieth Century.

The classroom teachers and others who have tried faithfully to carry out these recommendations also deserve a lot of credit. Through the combined efforts of all these specialists and teachers, America has now attained foremost rank in the field of public education throughout the world.

Too often promising young men are influenced against school teaching as a career by presumably well-meaning but thoroughly misguided doctors, lawyers, businessmen, and other professional men. They have developed a bias against teaching as a profession, forbidding their sons to enter it, and discouraging other youths over whom they have some influence.

As a consequence we find our public schools dominated by women teachers, because older brothers, fathers, and other "successful" men scoff at school teaching as unsuitable for a "he-man." It is definitely not wholesome that a child be forced to spend most of his early life under the domination or influence of one sex exclusively—the mother in the home and the teachers in the schools. Even my medical friend will admit that it is psychologically unsound for his son to have only female teachers during his most impressionable years.

Yet he and others like him make this situation possible by refusing to recognize the part the teacher plays in the intellectual and emotional maturation of children; by refusing to recognize that it is a profession which should attract young men as well as young women; by neglecting to vote for and insist on increased and adequate salaries for teachers.

Peculiarly enough, the very same educated people who scoff at school teaching as a profession are usually loudest in their criticism of the schools, although they are responsible for many of the evils of the school system.

Should Know Education

Every person enrolled in a college or university should know something about Education. Every college student should be given a general course in the subject, and no one should be permitted to teach in *any* educational institution who has not had a course in the Principles of Teaching plus at least two of the following three courses: Psychology of Learning, Adolescent or Child Psychology, Elements of Educational Statistics (sometimes referred to as Measurement or Evaluation in Education.)

I called to the attention of my medical friend the almost miraculous achievements in Education, a progress just as spectacular as that made in science, public health, medicine, and other fields.

These achievements include the molding of a deaf, dumb, and blind girl, Helen Keller, into a brilliant and productive woman; teaching deaf children to speak words they have never heard; and the job Army psychologists did in the recent war in teaching illiterate soldiers to read and write in record time.

U. S. Office Streamlining Aids Guidance Services

Five thousand school heads have a chance to study the reorganization of the U. S. Office of Education. A.A.S.A. members who had criticized the streamlining as "political" at their annual meeting, got letters from Commissioner Earl J. McGrath, plus an 83-page report, explaining the changes and the reasons behind them.

Many educators are suspending judgment until they see how the new set-up works out. However, it is anticipated that it will mean better guidance services. A Guidance and Counseling Branch, which will serve elementary and secondary education, as well as vocational education, has been established with an expanded professional staff.

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HELPING THE SLOW READER

Delwyn G. Schubert
Los Angeles State College,
Los Angeles, California

This is the second in a series of articles on reading problems.

Fancy mechanical gadgets aren't necessary for helping the slow reader. A great deal can be accomplished in grades above the third (it is not wise to stress speed earlier) without flash-meters, metronoscopes, or accelerators. The program is simple: Eliminate whenever possible the causes of slow reading and apply a few basic principles and techniques to speed reading.

1. *Lip Movements and Subvocal Reading:* Children who whisper or make slight movements of the tongue, lips, jaws, and vocal chords when they read are greatly handicapped in reading rapidly. It is important to impress children with the need for eliminating this habit. Tell them that the mind can grasp ideas much faster than it is possible to speak them. And that any vocalization, no matter how slight, can do nothing but retard reading speed.

While pupils are trying to break the habit, help them by discontinuing temporarily all oral reading. Provide them with easy, interesting materials and encourage them to read rapidly. Furnish pupils with reminders by having them place their fingers on lips or throats during reading. Other suggestions include holding the mouth open or pressing the tongue tightly against the roof of the mouth while firmly clamping together the jaws.

For more stubborn cases, holding a pencil or eraser between the teeth is helpful. And as a last resort, a counter habit can be set up by having the student chew gum rapidly during silent reading. This last suggestion makes articulation impossible because the speech mechanism is too preoccupied to permit it! A word of warning, however. Once vocalization is eliminated, discontinue the gum chewing immediately. If you allow the latter to persist, you will have to cope with another habit.

2. *Reconciliation to Slow Reading:* Educational psychologists have shown that learning curves are punctuated with plateaus. Although it is known that hardly anyone works up to his full capacity, some students become habituated and eventually reconciled to a slow pace of reading. These readers are functioning on a low-level plateau and will continue there until you provide them with some special incentives for improvement.

3. *Habitual Regression:* If a student's eyes chronically move back over words read when easy material is involved, you have uncovered another habit which hinders reading speed. In addition to encouraging the child to move his eyes only in the proper direction—forward, teach the pupil to cover what has been read by sliding a small card diagonally over the lines in such a way that the beginning of each line disappears before the end of the line. This makes regressing impossible since what is read disappears from view almost immediately.

4. *Head Wagging and Finger Pointing:* Pendulum movements of the head and the use of a finger rather than the eyes in keeping the place on a page are frequently unnecessary habits that retard reading speed. Head movements can be stopped in most cases by showing the student that his eyes can move independently of his head. For the pupil who has trouble breaking this habit, try the simple expedient of having him rest his chin on the palm of his hand. To help the finger pointer, provide him with a marker. This will bridge the gap between dependence on the finger during reading (some children become emotionally upset when required to discontinue the habit) and reading without it.

Provide the child with interesting and easy selections and use phrase flash cards to focus his attention on thought units rather than on single words. Another suggestion is to have the child read from charts and the blackboard at a distance so that pointing is not possible.

5. *Slow Word Recognition:* Rapid reading requires an instantaneous response to words. Frequently, children who have difficulty in responding quickly to words are phonic-conscious to the point that they sound out both small and large words by breaking them into syllables and

letters. To speed up word recognition, employ flash cards or any quick exposure technique. Begin with short, simple words and then gradually increase the length and difficulty of the words that are exposed. Emphasize at all times the general form or configuration of the words. Do not focus attention on their smaller parts.

Many teachers find the Dolch word list helpful in initiating a speeded word recognition program. The Dolch list consists of some 220 common words (prepositions, conjunctions, adjectives, adverbs, and verbs) which form the matrix for communication. Dolch reports that these words constitute from 52 to 70 per cent of all words appearing in certain well-known geography, history, arithmetic, and reading texts from grades one to six. Sometimes a teacher prefers building her own high frequency word lists by surveying texts the children contact in her grade.

6. *Visual Defects:* Since reading is a visual task, the child who suffers from errors of refraction and muscular imbalance is handicapped in his attempt to read rapidly. When there is reason to suspect that a child has defective vision, the teacher should refer him to the proper authorities. Swollen eyes, inflamed lids, discharging eyes, seeing double, or severe ocular pain call for immediate attention. Other symptoms of visual anomalies are frequent headaches, dryness or burning of the eyes, nausea, dizziness, blurred vision, tilting of the head, squinting, rubbing the eyes, and apparent use of only one eye during reading.

Minor visual defects should not deter efforts to improve reading speed unless the child complains of fatigue and irritation when trying to read more rapidly.

7. *Low Intelligence:* There is a relationship between speed of comprehension and general intelligence. A bright child is potentially a faster reader (other things being equal, of course) than a dull child. By comparing a pupil's speed of reading age score with his mental age on a suitable intelligence test, one can learn quickly whether he is reading at or about maximum speed. But intelligence tests are not infallible and in many instances may be a reflection of a slow reading rate. Therefore, it is advisable to try to improve a child's reading speed in spite of what appears to be a limiting mental age unless, of course, the pupil reacts unfavorably toward it.

1. Be enthusiastic and confident in the ability of such a pupil to improve his speed of reading.

2. Be patient and liberal with praise and encouragement.

a. Teach children how to use topic sentences.
b. Have students write a summary paragraph consisting of the central thoughts found in a series of paragraphs read.
c. Assign paragraphs that are preceded by questions which the paragraphs answer.
d. Assign a number of paragraphs to be read. Ask the students to identify the summary sentence from a group of multiple choice answers.

4. Encourage children to read for ideas, action, movement, etc., rather than words.

a. Use flash cards giving a

(Continued on Page 230)

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Problem Students Found Better Adjustment When Given Vocational Training Classes

The Shop Teacher's Role in Guidance

Ferdinand V. Liotta
Office of the Superintendent of Schools, Coordinator of Vocational Education, San Diego County, California

It is unfortunate but it happens just too often. With a hurt feeling and a tense voice, Miss Jones was telling Principal Thompson that things were getting out of hand.

"I can't teach that class unless you do something about those backward, overgrown boys, Bill Smith and Bob Borowski. They're troublemakers; I don't want them in class. The counselors will just have to program them somewhere else for I won't have them."

Miss Jones was not a novice; this was her eighth year of teaching in that district. Why did she feel unable to cope with this problem herself — what change had occurred? Perhaps it was that during those years a change had gradually come about in the background of those attending school. Looking down the school register you now saw names such as Borowski, Castagna, Egrieg, Olivas, Fouchein, Hanamota, and others besides the customary Joneses and Browns. Quite an assortment of names to be found in one roll book, but youths with such names were fighting and dying for their country. In the great task of defending freedom, *they* were not failing; certainly the school should not fail them.

"I wonder," said Principal Thompson, "what we would do if there were not any shop courses in school."

As he spoke, he was recalling a day six years before when he had convinced the board of school trustees that additional funds were needed to expand the industrial arts program. In doing this he had sought adequate educational opportunities for all of the student body, not just for the 20 per cent planning to attend college. That day he had pleaded for those whom the Prosser Report was later to term the "forgotten 60 per cent." He had fought and won a victory, the rewards of which the present student body was enjoying.

Handled the "Dregs"

That Principal Thompson should have turned to the shop classes to help him solve the placement of Bill Smith and Bob Borowski was not without precedent. To the shop classes in this school come not only the alert, eager tradesmen of the future but also the "dregs" of the school. Here they are placed in a last effort to find some class into which they may fit before possible deportation to less congenial environs than those of the school. Will this school experience end in a dismal turning from all educational opportunities as soon as the legal age for leaving school is reached? Will it end, even worse, in delinquency? Or will this last chance at education be salvation for some future worker — some highly trained tradesman of tomorrow? Much depends on the shop teacher.

True, there are guidance workers in every large school system. But so few are the workers, so numerous are the calls for them that they can reach only a small number of those needing help. The shop teacher, then, often has more opportunity than the guidance counselor to deal day by day with numbers of "educational misfits."

Free Environment

The shop situation is a natural guidance situation; in many instances the groups are small enough so the teacher can thoroughly know his pupils. The environment is free enough to exclude the controls which active boys ofttimes consider disagreeable and rigid. The work to be done is definite and objective; the teacher and pupils can work together on a specific problem. It is apparent when the task is well done. (None of the subtle problems of evaluation occur as is the case when one has to convince such a student that his interpretation of Shakespeare is not correct.)

The shop teacher is usually a man; he speaks a man's language; he moves in a concrete, objective world. He is interested

in the things these boys like. Students in shop classes may not appreciate an excellent thesis, but they admire one who can instruct them in the repairing of their automobile or the building of a surf board. With such factors in his favor, it is much easier for the shop teacher to be a leader.

The shop class is a natural laboratory for democratic living. Since student leadership varies with differing projects, all have a chance to learn both to lead and to follow, and there is frequent opportunity for exchanges of roles during the semester.

This experience may be quite different from that which these students have had in the academic classroom where they had little chance to lead. These less talented members often play the role of spectators; soon they lag behind and sometimes lose all interest.

Then too, the shop class teaches democratic living through the opportunities it provides for working together closely and harmoniously. There is probably no other subject area where students co-operate more closely. Bill Smith, Joe Castagna, and Takaya Hanamota work side by side at the same table.

Skill Earns Respect

In shop, Joe fashions his wood work with an ancient skill, handed down in his family from father to son. Bill had always considered Hanamota as a "foreigner" in other classes, but now that is forgotten as he watches Hanamota carving wood with exquisite dexterity. From such experience, Bill gains a new respect for Joe and Hanamota; they are not strangers, different from him, but skilled boys who have benefitted from differing backgrounds. Upon the foundation of such respect and admiration for differing races is founded democracy.

Integration of various subject fields is afforded by the industrial arts program. The work in arts and crafts, home economics, and industrial arts can be closely coordinated, so that students of all of these departments may share learning experiences. Such a flexible, interrelated program requires extra administrative supervision in class planning, but the additional effort is amply repaid in increased student interest and growth. In such a program, students may move freely from class to class, getting needed help for projects.

Thus Sue, planning a lamp for a Christmas gift, may first spend time in art class as she selects her patterns and design. Then she may spend some time in the wood and metal shop as she makes the lamp base.

Lastly she may learn to make the lampshade in the sewing class. She will be encouraged to move freely from class to class in seeking help as it is needed. Where there is real interest in the work undertaken, there is not much danger that freedom will be abused. The teacher comes to be regarded as a real helper to be sought, rather than a critical person to be avoided.

Secure Atmosphere

Finally the shop course offers a secure atmosphere in which students set or select their own standards of excellence. This helps these students develop confidence. The work is flexible enough to be adjusted to each person's needs and abilities. Students, therefore, do not have the feeling that they need to compete with each other in order to succeed. Each person is doing his own project; his neighbor is there for co-operation, not competition. In addition, the shop course is non-coercive. No one has to do a certain thing at a certain time. No one has to listen to lengthy dissertations by the teacher or recitations by other pupils. No one has to remain in his seat and not speak during the hour. Heretofore, many of these students have competed and frequently been defeated. Frustrated by failure, they have rebelled, only to be pushed into the most rigid behavior patterns. Finally, in a last "out" with the teacher they have been transferred to a shop course. Angered by the previous experience, they enter the shop, prepared to be "agin' " everything, but find there is little to be against. They have met a situation utterly new in their school experience.

Here they have found teachers whose sympathetic understanding touches them. Naturally, success has followed. This initial success has often spread from one specific task to another and even from one area of school achievement to others, including the subject areas. Particularly is this complete change of attitude likely to result when the boys model themselves after the teacher and tend to take over his ideas and ideals.

We, who work in the industrial arts, don't object if you want to put the maladjusted academic pupil in our classes. We are trained in salvaging inanimate things, and we also should rejoice in turning our hands to salvaging broken personalities.

The 31st Annual American Education Week, which ran from November 11th through the 17th, featured seven different phases of education, one each day. The week opened with a Sunday observance of "Our Faith In God," and continued with these themes on successive days: "Schools and Defense," "Schools Keep Us Free," "Education for the Long Pull," "Teaching the Fundamentals," "Urgent School Needs," and "Home—School—Community."

During the week, parents were urged to visit the public schools and various community programs were held there.

WITCH HUNT

(Continued from Page 219)

tion today.

2. It is proper, reasonable, and even mandatory that such persons be investigated.

3. Investigations need not be hysterical, although it must be granted that some have been.

4. It is, after all, quite feasible to distinguish between a person who favors the free give and take of ideas and one who "by conspiracy and calculated deceit" aims to prevent freedom of thought.

There exists a clear-cut obligation to scrutinize anyone who distorts the education of those too young and inexperienced to perceive the deadly nature of a system which substitutes dictation for the conclusions of open inquiry. If by some emotionally laden, irrelevant appeal such teachers can convince us that they must be allowed to follow their own ways, we have indeed sunk to a level of idiocy undreamed of by Alfred Binet.

SLOW READER

(Continued from Page 227)

simple direction which can be carried out easily.

b. Use flash cards stating a simple problem or asking a simple question.

c. Play phrase bingo.

d. Have the pupils draw diagonal lines between words to highlight the phrasing of a paragraph.

e. Read a few sentences orally and overemphasize the phrasing. Have the children imitate you.

5. Prepare selections in which non-essential words have been deleted to show students that they can get meaning from a selection by attending to the key words.

6. Give timed reading tests periodically.

7. Encourage self-competition by having each child make and keep his own progress chart.

8. Encourage the pupils to read against the clock at all times.

9. Help children plan a daily practice period of from 15 to 30 minutes outside of school.

10. Provide children with many interesting books of varying difficulty and encourage wide reading.

The foregoing suggestions will bring about a marked improvement in the reading speeds of almost all children.

My Teaching Is Easier Because . . .

Develop a rhinoceros skin. That is my recipe for easier teaching.

The biggest problem that any teacher has to whip is nervous tension. No one can spend six or seven hours a day with a roomful of children or a succession of teen-agers without having a hundred things come up to fray the nerves. Unless she watches herself, a teacher is likely to let the petty matters steal her peace of mind and to let the things with which she should be concerned slip by.

One day at lunch I noted the complaints of my dining room partners. One teacher was almost livid with rage because a boy in study hall had called her a vile name. Another had a sick headache because she had to park her car in a mudhole and the principal, who had a nice cement spot for his car, was not sympathetic. Another was stewing because there was too much absence in her homeroom, still another had just had a "run-in" with a girl over grades, and the last one was upset because her waste basket had not been emptied overnight. Every person was tense over something that really did not matter.

The incidents mattered to those teachers, of course, and the damage was done. But a teacher who is called a vile name had better check to see whether perhaps after all she didn't bring it on herself; mud will wash off; and it isn't hard to empty a wastebasket. But what of the pupils in these teachers' classes? Who was concerned about them? The teacher who is involved in a dispute over grades or who worries on the bus coming to school about how many will be absent that day hasn't time nor energy to give to her pupils.

A rhinoceros skin does not mean an insensitivity nor an unconcern over school problems. It does mean an ability to throw off unimportant worries.

How can a teacher develop this facility? There are several ways. First of all, the teacher who does the best job she knows how to do will find that her worries disappear.

Second, a teacher should strive constantly to like her pupils, even the nastiest, meanest ones. Nine-tenths of the incidents that spoil teachers' lunches and give them ulcers occur in rooms where the teacher does not like her pupils.

Third, a teacher should train herself to forget school problems after she leaves the building. And lastly, she should cultivate friends and interests outside of the teaching profession.

Teaching will never be easy but the teacher who triumphs over petty worries will find teaching easier.

Rosamond McPherson
Dayton, Ohio, Public Schools

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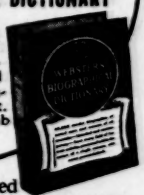

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What they are saying about the new book on

SEX GUIDANCE

"The assumption of increased responsibility on the part of schools for education for marriage and family living is pointed up in this excellent volume on sex education which includes a scholarly collection of evidence of the need for and benefits of such training."—Review in *The Education Digest.*

"Dr. Kirkendall . . . is an outstanding authority in this field and has brought together in one volume his own long experience and the findings of innumerable researches in all parts of the U. S. . . . Description of what schools are actually doing forms one of the most useful parts of this interesting book."—Review in *Family Life.*

". . . written from a background of broad experience in education and human relations . . . this book should do us all a lot of good."—From review in *School and Society.*

"The what, why, how, when, and where of sex education by the associate professor of family life education at Oregon State College; formerly senior specialist in health education, U. S. Office of Education."—From review in *The School Executive.*

"The author of this book has written from a background of broad experience. He approaches the subject of sex objectively yet humanely. The book is of value to parents and counselors."—From review in *North Carolina Education.*

". . . To some extent this partial failure [in sex education] is due to lack of specific planning by teachers and administrators. They will do better with the assistance of a book like this one. Here are discussed many of the problems encountered; and for those developing a course for high-school students, there is assistance for the avoidance of pitfalls and for ease of directing. The author presents ways in which the course can be incorporated as an integral part of a functional program. To the one in doubt as to the place of sex education in the school, herein are presented aids to his thinking and consideration."—From review in *Bulletin of the National Ass'n of Secondary School Principals.*

"Using his broad experience gained in teaching institutions, the Army, U. S. Office of Education, and as administrator of voluntary organizations, Dr. Kirkendall has written SEX EDUCATION AS HUMAN RELATIONS. For those who seek information on what, when, and how to teach about sex, this handbook will prove decidedly useful. Its final 50 pages devoted to 'Teaching Aids in Sex Education' is the most comprehensive summary we have seen. The entire opus deals with its subject matter in terms of current problems and needs without wasting space on lengthy discussions of past mistakes or future possibilities. If you are working in a field that involves guidance of young people, here's a worthy acquisition for your reference shelf."—From review in *News Letter* of Washington, D. C., Social Hygiene Ass'n.

"Dr. Kirkendall tackles the 'delicate' subject of sex education in this very sane, complete, and practical book. Briefly the author presents the evidence for the need of sex education and some of the results that accrue from the absence of this vital education. The philosophy and objectives of a broad and basic education in sex for the pre-adolescents and the older youths are tersely set forth. . . . Parts IV and V of the book will be especially helpful to those charged with the responsibility of establishing and carrying on programs of sex education. These sections of the volume cover methods in sex education and content and materials. . . . The volume is both timely and intensely practical."—From review by Dr. William S. Sears in *Education.*

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THE NEWS DIGEST

Small College Turns Down Federal Aid

Tiny but determined, Hiwassee College near Madisonville, Tenn., is seeking help from "all opponents of socialism" in an effort to continue its program of education. Many of the 300 students come from families too poor to pay their tuition.

Dr. D. R. Youell, head of the 102-year-old Methodist institution, first turned down a government handout of free potatoes, then rejected a government building loan.

In a letter which he is sending to Tennessee businessmen, Dr. Youell asks for contributions to support the church college. His letter says:

"If we are right in rejecting government potatoes and a government loan—if we are right in defending free enterprise and in fighting socialism—then we are right in looking to you for aid and encouragement, because the fight is for you no less than for the boys and girls in whom Hiwassee is trying to inculcate the principles of Christianity and Americanism."

Dr. Youell contends that it is a primary obligation of Christian education to maintain the principles that gave the people the American way of life.

New York City Teachers Get Raises; Coaches' Pay Boosted

Pay raises adopted recently by the New York City Board of Education range from $6 to $250 and will benefit 12,980 of the city's teachers. To put the new schedules into effect, the board okayed increases of $250 effective Oct. 1 for 6,900 teachers now at maximum salary, and $225 for 4,600 teachers of special subjects, grades above 6B, and junior high school teachers now at maximum.

The high school teachers on maximum will get an additional $200 on July 1, 1952, to bring them to the new top, while the special subjects and junior high teachers will receive $200 then and a final $200 boost Oct. 1, 1953. Other teachers who will receive raises this year are 1,480 in the high schools who are now on the 10th to 15th steps of the 16-step schedule. Their increases will range from $6 to $230.

The athletic coaches, whose strike deprived the athletes of the city's schools of a chance to vie in interscholastic competition, came in for attack by James Marshall, Manhattan Board member. Alluding to the stoppage of extra-curricular activities, which began in April, 1950, and ended this Fall, Mr. Marshall declared the coaches were the first among the teachers "to desert the children of our schools."

He said he regarded the action of the coaches as particularly wrong because "they had contracts with the Board of Education" and were "being paid specifically to do coaching."

Coaches will now receive fees ranging from $350 a season for swimming and soccer to $700 for football and track. Coaches of certain "minor" sports will for the first time be paid fees of $210. They are the only teachers who get paid for after-school duties.

Superintendents Plan Fight on Subversives

Superintendents of New Jersey public schools have voted to set up a committee list and investigate groups carrying on activities in the state subversive to the best interest of public education. The move was approved at the sixth annual conference of the Department of Superintendence, New Jersey Education Assocation.

A similar strong attack on foes of public education has been mounted in the Midwest. The Michigan Congress of Parents and Teachers recently pledged its "energies and facilities" to combat "ill-founded attacks on public schools which can be as insidious and deadly to the American way of life as the treachery of an enemy in warfare."

Citizens Study Pasadena Schools

The most intensive study ever made of the public school system in Pasadena, Calif., is now under way with more than 1,000 citizens actively participating as members of about 150 committees and subcommittees. The purpose of the survey is to discover just what factors led to the firing of Dr. Willard Goslin as superintendent of schools a year ago and then to formulate a program which will meet with wider public support than was given Dr. Goslin.

World Bible Reading Observance Planned

A "Worldwide Bible Reading" period to begin Thanksgiving Day, Nov. 22, and lasting through Christmas Day has been planned by the American Bible Society. The plan was made public by the Rev. Dr. James V. Claypool, the society's secretary for promotion of use of the Bible. The interdenominational program has as its goal the daily reading of the same Bible passages by people throughout the world.

Sponsored by a group of 42 laymen and headed by President Truman as honorary chairman, the program last year was carried out by people in 38 countries. It began in 1943 when a Marine on Guadalcanal wrote his parents, asking them to join with him in reading identical Bible passages each day.

Shortages Hit Schools

More than 800 school buildings which are now under construction throughout the country will not be finished due to lack of the necessary materials, it has been announced by the United States Office of Education.

Meanwhile, overcrowding continued to be a major problem in all sectors of the nation. In St. Louis, Mo., it was proposed that Soldan-Blewett High School be converted to Negro use; Detroit had sought sufficient steel to meet the needs of two new elementary schools as well as additions to eight others; and in New Jersey, overcrowding was so serious that in Paramus, classes were held in the firehouse; in Pines Edge, the pupils met in the Council Chamber and Congregational Church, and in the Borough Hall and a church in Cresskill.

These communities are typical of thousands.

Film Aids Youths Bound for Service

A coordinated campaign to enable young people to prepare for a useful period of service in the nation's armed forces is being waged by teachers and school administrators all over the country. Films are shown to these youths, who learn in this way about their potential enemies; life in service; how to prepare emotionally for a career in service; and other problems.

Interest in the course was so great in Benton Harbor, Mich., that the boys in high school there agreed to come to school 45 minutes early each morning to take it.

City Plans School For Dope Addicts

A school to treat almost 200 child victims of narcotic addiction will be established on North Brothers Island following approval of the plan by the New York City Board of Education. The institution will be known as Public School 619, Manhattan.

Dr. Heald Named NYU Chancellor

The new chancellor of New York University, an institution with a student body of more than 68,000, is Dr. Henry Townley Heald, 46, former president of the Illinois Institute of Technology. Dr. Heald succeeds Dr. Harry Woodburn Chase, who retired July 1. Dr. Heald will assume his new post sometime after Jan. 1.

Dr. Lewis Webster Jones, former president of the University of Arkansas, was recently named the 15th president of Rutgers University. He succeeds Dr. Robert C. Clothier, president of Rutgers since 1932.

Society Again Offers Geography Bulletins

The weekly bulletins of the National Geographic Society, first published in 1919, are again being made available to teachers and students throughout the country. Last year, the 30 weekly bulletins contained nearly 200 photos and maps and more than 170 geographic articles. The data in the bulletins provides background information for current events. The subscription fee for the 30 issues is 40 cents.

New York Steps Up School Construction

An increase in enrollment and the necessity for replacing outdated buildings has caused New York City school authorities to embark on the most ambitious school construction program in history. The proposed program provides for the construction of 245 new schools and additions during the next six years at a cost of $420,000,000.

33,000,000 Pupils In U. S. Private Schools, Colleges

Final enrollment figures for the nation's schools are expected to reveal a total of 33,121,000 pupils in private and parochial schools, colleges, and residential schools for exceptional children. Also included in the estimate, made by Oscar Ewing, Federal Security Administrator, are 28,000 in Federal Indian Schools.

Mr. Ewing predicted an elementary enrollment of 24,468,000, compared with last year's figure of 23,686,000; a high school figure of 6,142,000 compared with 6,168,000 for 1950-51; and a drop in college enrollment from 2,500,000 to 2,225,000, largely due to the termination of the G. I. Bill for education.

Earl James McGrath, Federal Education Commissioner, predicted that the supply of high school teachers would be adequate in most communities, although he said there "will be a scarcity of elementary school teachers who have standard training."

Enrollment Decreases Reported in Analysis

Enrollment decreases ranging from five to 30 per cent in 82 per cent of a group of 466 of the country's approved higher educational institutions has been reported in an analysis by Raymond Walters, president of the University of Cincinnati. Freshman attendance dropped in six out of every 10 cases studied.

Urges Discussion Of Vital Questions

WASHINGTON, D. C.—"To study about Communism is not the same thing as to be indoctrinated in it," recently declared Buell G. Gallagher, United States Assistant Commissioner of Education, in a talk before the Conference on Life Adjustment Education. Mr. Gallagher urged that such controversial subjects as Communism be discussed in the schools as a vital part of preparation for successful living.

Baxter of Williams Urges Housecleaning

James P. Baxter, 3d, president of Williams College, has urged that athletes, teachers, parents, students, and alumni unite to carry through a housecleaning of "corrupt sports." He also urged Williams students never to shrink from reporting a violation of the honor system there.

Convention Theme Is Personality

"English and Human Personality" will be the theme of the 40th anniversary convention of the National Council of Teachers of English, to be held in Cincinnati, Nov. 22-24. Dinner and luncheon speakers will include Malcolm Cowley, author of "Books That Changed Our Minds"; Ogden Nash, contributor to the *New Yorker* and the *Saturday Evening Post;* Munro Leaf, author of *Ferdinand the Bull* and other books for children, and Dr. Wilbur W. Hatfield, editor of the *English Journal* and secretary-treasurer of the NCTE, who will outline the organization's past.

Florida Southern To Host Artists

A representative cross-section of the creative arts in America today will take shape at the Florida International Art Exhibition for professional artists, teachers, and amateurs, to be held in February at the Florida Southern College in Lakeland. All work submitted will be exhibited. The walls of seven buildings designed by Frank Lloyd Wright will be used to display the paintings.

Geography Teachers To Hear Dr. Miller

The 37th annual convention of the National Council of Geography Teachers will be held Friday and Saturday, Nov. 23 and 24, at the William Penn Hotel in Pittsburgh. Dr. George J. Miller of Indiana University will speak at the annual banquet Friday night; he is a former editor of the *Journal of Geography.* Panel discussions will be held Friday and Saturday on such topics as "Oil in the Near East," "Southeast Asia," and "Developing Geographic Understanding in the Public Schools."

Sports De-Emphasis Demanded

A demand that "intercollegiate sports be both de-commercialized and de-emphasized" was issued by delegates who attended the recent National Student Association Congress held at the University of Minnesota in Minneapolis. The group urged that college athletics "be returned to the students" and blamed "the corrupt atmosphere surrounding college athletics" for the recent scandals.

The more than 500 delegates almost unanimously upheld the honor system and by a 220-48 vote passed a resolution rapping the technique of "McCarthyism," which the group said was "characterized by reliance upon legislative immunity, guilt-by-association, and scattershot charges." The resolution declared the technique was "being employed by members of both parties."

The students voted in favor of Universal Military Training and against affiliating with the International Union of Students, which has been accused of being Communist dominated.

University of Illinois Will Charge for Surveys

URBANA, ILL.—To expand its field services to Illinois schools, the College of Education at the University of Illinois has adopted a new policy under which individual school districts will underwrite the expense of their own school surveys, in-service training programs, and extended consultative educational services which have hitherto been largely subsidized by the University.

By putting services of this type on a contractual basis, the University will be enabled to undertake many more projects than have been within the means of its present budget for this purpose.

School of Dreams Sketched by Teachers

One hundred fifty elementary teachers who have been acting as an advisory committee to the New York City Public Education Association, recently came up with a blueprint for a modern dream school.

As sketched by the teacher group, the ideal school is a large one-story structure, with panoramic windows low enough for children to see what is going on outside. Built to house no more than 450 pupils, it would be equipped with radiant heat, washable floors and walls, and classroom washing facilities to meet the modern problem of finger painting and its after traces.

The roof of the school would be designed as play space and regular ground-level play space would be adjacent to the classrooms and away from the streets.

Machines Help Speed Students' Reading

PORT WASHINGTON, N. Y.—This city's Board of Education is for the first time this year underwriting a service aimed at helping children's eyes to work with brains and nerves for better reading. The course, presented by the Washington Square Reading Center in conjunction with the local school system, is aimed at developing "functional readiness" for reading.

Playing an important part in the program will be such educational instruments as the visuascope, which indicates whether the child can see well enough to do school work; the ophthalmograph, which shows how he uses his eyes in reading; and the junior metronoscope which provides information about his capacity for sustained effort.

The reading skill and study habits

of each student will then get attention along with any academic disabilities that may show up. Individual instruction will help both retarded pupils and honor students handicapped by functional deficiencies.

Statement of ownership, management, circulation, etc., required by the Acts of Congress of August 24, 1912; March 3, 1933, and July 2, 1946, of The Journal of Education, published monthly, September to May, at Binghamton, New York, for October 1, 1951.

State of New York, County of Broome,

Before me, a Notary Public, in and for the state and county aforesaid personally appeared J. Malcolm Calman, who having been duly sworn according to law, deposes and says that he is the Publisher of The Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the foresaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in Section 443, Postal Laws and Regulations, to wit:—

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J. MALCOLM CALMAN, Publisher.

Sworn to and subscribed before me this 10th day of October, 1951.

C. F. HOTCHKIN,
Notary Public.

My commission expires March 31, 1953.

Grins Between Grinds

WELL-PLASTERED

Nobody could eat the steaks served at a testimonial dinner honoring the Waverly, Ill., high school football team, given by the Knights of Pythias. The reason for this lack of appetite? The cooks used patching plaster in flouring the meat.

APPLAUSE EARNED

The summer session was over. In preparation for the final banquet, chairs in the dining hall had been given a new coat of varnish. The evening was hot and humid. As the after dinner speaker started to rise, he found himself stuck to his seat.

Waving back the student waiters who rushed to assist him, he grinned at the audience. "Ladies and gentlemen," he said, "I had expected to bring you a plain unvarnished talk, but circumstances make it impossible."

THE UNEMPLOYABLES

Two battered old wrecks were sitting out in the teacher's agency waiting rooms, when one turned to the other and said, "I'm a teacher who never followed anybody's methods but my own."

"Shake, old fellow," said the other, "I'm the teacher who followed everybody's."

TV-WISE

On the opening day of school, says the *Newton School Reporter*, a third grade teacher was perplexed to find several boys, complete with sombrero, kerchief, and six-shooters, scrambling to occupy a certain seat in a far corner of the room. The teacher couldn't understand why anyone would want a seat so far removed from all windows and doors. She inquired. One boy spoke for the group: "Any cowboy knows enough not to leave his flanks uncovered."

The Magazine with a Vision

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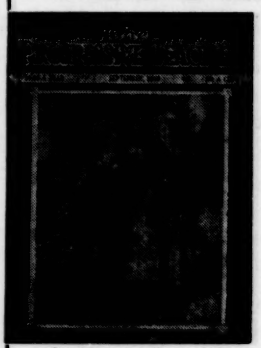

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Your Textbook Reporter

Psychology of Adolescence

Much has been learned and committed to paper on the changing behavior of the growing child. Now comes a test, *The Psychology of Adolescence*, that undertakes to give not only the gist of these discoveries but their bearing upon the question of how to influence the individual's growth toward satisfactory relations with other human beings and himself. The facts presented are well supported by the existing literature on the subject and are amply illustrated with charts and tables. But the emphasis is upon what adults may do to induce the most desirable fulfillment of each child's possibilities.

Mental growth, for example, is closely affected by physical growth and health. All this is duly set forth. But the teacher needs to know, in addition, much that anthropology, sociology, and psychology can contribute toward the problem of what to do about the young people whose well being is his chief concern. This book aims to help the prospective teacher in the broader area thus presented. For good measure, a teacher's manual is available—something rather rare in connection with texts for use in teachers' colleges.

PSYCHOLOGY OF ADOLESCENCE. John E. Horrocks, Houghton Mifflin Co., Boston.

Understanding Economics

While the study of economics may lead into vast complications, intricate problems and inconclusive conclusions, the fundamentals are not too difficult for intelligent teenagers to grasp. *Understanding Economics* is a text that promises to help.

The book is attractively illustrated with pictures that are pertinent. But there are also the Bakers, an average family whose everyday activities in the economic field provide another sort of illustration on many pages of the text. One might almost say the book is built around the Bakers, their income, their budgeting and spending, the production that ministers to their wants, the raw materials behind that production, the distributive services that cost money, the banking that guards their money and renders it available when needed.

You won't meet the Bakers on every page. The book is not so elementary as all that. Facts and theories must be presented without benefit of the Bakers. This appears to be done with clarity and a proper sense of what is basic to the student's comprehension of the economic structure and how it operates.

Toward the end of the book the reader is led to consider some of the more baffling problems, and to compare the American economic machine with other systems whose identity you can guess.

Add the desired amount of teaching aids, such as questions and topics for research and debate, and you have rounded out a plan well devised and executed.

UNDERSTANDING ECONOMICS. Bagley and Perdew. Macmillan Company, New York. $3.28.

Art in the Schoolroom

Art in the Schoolroom is a smallish book that comes to the aid of those elementary teachers who are called upon to give art instruction despite their lack of training for the task. The secret of the business is to get the children to talking with their pencils, crayons, brushes or other implements, telling what they see and feel regarding the life around them. First, there are the getting acquainted questions: What do you like or dislike about going to school? What work does your father do? How do your parents look? What do you want to do when you grow up? The book is packed with similarly inspiring suggestions on what to draw or paint or model. Some pertain to individual expression. Others call for group activity, going so far as the production of murals. A later chapter on three-dimensional art introduces wire sculpture. We have long wondered what to do with extra coathangers.

Illustrations from children's work furnish a necessary and helpful accompaniment to the text. The author supplies hints on what to expect from children at different ages. It is well to know what is normal, lest you become discouraged that you have no Michelangelos in the class.

ART IN THE SCHOOLROOM. Manfred Keiler. University of Nebraska Press, Lincoln. $4.00.

Using Your Mind

Teachers concerned with the problem of showing boys and girls how to study will find *Using Your Mind Effectively* helpful reading. Dr. Mursell illustrates the characteristics of effective thinking and applies them to the specific problems of study. Note-taking, self-testing, concentration, memorization, and intelligent allotment of time are considered, along with reading, creative thinking and developing term papers and theses.

So straightforward is the language of this text that the older high school student may be assigned a chapter or two for independent reading where this practice seems desirable.

USING YOUR MIND EFFECTIVELY. James Mursell. McGraw-Hill Book Company, New York. $3.00.

Occupational Choice

How do young people make vocational choices? What help should be given to improve these choices? Questions like these are considered in *Occupational Choice*, an exploratory work by four authors.

Case studies were undertaken with three groups, boys and girls in middle income families, and boys in families of lower incomes. Various features were found to operate, especially the experiences and attitudes of parents, the father's feeling about his work and the degree of success or satisfaction he had attained, family ideas and the amount of schooling needed, and so on.

The child's own temperament and tendencies may to some extent be manifest in his early years or

fantasy period, when he likes machinery or wants an easy job or prefers to have clean hands. But often the final choice is postponed as long as possible, with education providing an excuse for indecision.

A final chapter discusses the rule of the school and counsellor in helping where the family influence leaves off.

OCCUPATIONAL CHOICE. Ginzberg and others. Columbia University Press, New York. $3.75.

Sharing Family Living

A modern approach to beginning home economics is offered in this revision of the popular *Sharing Home Life* and *Our Share in the Home.* Designed to cover three or four semesters, *Sharing Family Living* may be adjusted to two where the curriculum is extra crowded.

The learning units, each covering one day's lesson, are stated in problem form. Family teamwork, elementary cooking, sewing, decorating and beauty care, housekeeping, budgeting, clothes buying, caring for young children and invalids and social behavior are considered in practical fashion.

The essentials for a good junior high school program are included and if the language is less informal than that in some other books for teen agers, the attractive illustration and the intrinsic appeal of the subject matter may compensate.

SHARING FAMILY LIVING. Baxter, Justin and Rust. J. B. Lippincott Company, Chicago.

High School Education

The essence of rather a large subject has been squeezed into small compass by Lester and Alice Crow. In *High School Education* is described the modern concept of the secondary school as a social agency for the guided development of many different personalities. Such matters as curriculum, administrative and teaching responsibilities, professional growth, articulation and guidance are clearly and sensibly presented. The several chapters on guidance are well handled, though dealing only with broad outlines. The problems related to class order are discussed in the light of what is needed to induce a spirit of co-operation. Emphasis is placed upon the value of personal conferences between teacher and student. The teacher can rely on no single formula for producing good working conditions but must be resourceful and ready to try various devices, some of which are suggested.

The underlying principles stated in *High School Education* appear to be sound.

HIGH SCHOOL EDUCATION. Lester and Alice Crow Odyssey Press, New York.

ALSO RECEIVED

Johannes Kepler: Life and Letters. Carola Baumgardt. Philosophical Library, New York City, $3.75. Biography of "the father of modern astronomy."

Philosophy for the Common Man. Heinrich F. Wolfe. Philosophical Library, New York City, $3.50. A practicing physician discusses basic problems.

Literary Style and Music. Herbert Spencer. Philosophical Library, New York City. Reprint of four essays on aesthetics.

An Introduction to Modern Psychology. O. L. Zangwill. Philosophical Library, New York City, $3.75. Account of origins of modern psychology and its development.

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